South Dakota English Language Proficiency Standards for English Language Learners K-12



With links to South Dakota Academic Standards for Reading,
Communication Arts and Math

Table of Contents

Introduction	
Defining English Language Learners	4-5
General Descriptors of the ELL Levels	5
Development: Rationale and Process	6
Organization of the Standards	6
Table 1: Overview of Standards	7
K-2 Grade Span	
Standard 1.1 Social Listening	8
Standard 1.2 Academic Listening	9
Standard 2.1 Social Speaking	10
Standard 2.2 Academic Speaking	11
Standard 3.1 Social Context Reading	12
Standard 3.2 Academic Context Reading	13
Standard 4.1 Social Writing	14
Standard 4.2 Academic Writing	15
3-5 Grade Span	
Standard 1.1 Social Listening	16
Standard 1.2 Academic Listening	17
Standard 2.1 Social Speaking	18
Standard 2.2 Academic Speaking	19
Standard 3.1 Social Context Reading	20
Standard 3.2 Academic Context Reading	21
Standard 4.1 Social Writing	22
Standard 4.2 Academic Writing	23
6-8 Grade Span	
Standard 1.1 Social Listening	24
Standard 1.2 Academic Listening	25
Standard 2.1 Social Speaking	26
Standard 2.2 Academic Speaking	27
Standard 3.1 Social Context Reading	28
Standard 3.2 Academic Context Reading	29
Standard 4.1 Social Writing	30
Standard 4.2 Academic Writing	

9-12 Grade Span32Standard 1.1 Social Listening32Standard 1.2 Academic Listening33Standard 2.1 Social Speaking34Standard 2.2 Academic Speaking35Standard 3.1 Social Context Reading36Standard 3.2 Academic Context Reading37Standard 4.1 Social Writing38Standard 4.2 Academic Writing39

ENGLISH LANGUAGE LEARNER PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS K-12

The English Language Proficiency Standards highlight the English language development goals for English Language Learners (ELLs) as they move through levels of English proficiency in listening, speaking, reading and writing. They are designed to guide ELL teachers in their instruction of ELLs and to provide a bridge to South Dakota's Communication Arts and Math content area standards.

The reading content standards for South Dakota students who are English language learners (ELL) are the same as those specified for all students. However, these students must overcome the additional barrier of learning in a language other than their first language. For this reason, performance descriptors are included in this document to demonstrate levels of English language proficiency that reflect the progress of these students toward mastering English as they acquire academic achievement proficiency.

Cut scores on the English language proficiency test are set and reported, based on the performance descriptors, to reflect student progress. The curriculum of the English language-learning program is aligned with these performance descriptors. By aligning the curriculum goals and objectives of the program to the performance descriptors, teachers are able to track the progress of students through the program and determine their readiness to achieve the content standards, intended to be met by all South Dakota students.

Defining English Language Learners

An English Language Learner (ELL) shall be defined as an individual who:

- was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or
- ❖ is a Native American; or
- is an Alaskan native: or
- is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's levels of English language proficiency; or

is migratory and whose native language is other than English and who comes from an environment where a language other than English is dominant;

<u>AND</u>

• who has sufficient difficulty speaking, reading, writing, or understanding English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

General Descriptions of the ELL Levels

The performance descriptors are organized into proficiency levels. These proficiency levels describe how an ELL student performs in English and reflect increasing acquisition of English language skills. To identify increasing proficiency in English language acquisition in reading, the levels for English language learners contained in this document are labeled as follows:

- ❖ Proficient: An ELL performing at the proficient level reads, writes, speaks, and listens in English with language proficiency adequate to meet expectations for the student's grade level.
- ❖ Intermediate: An ELL performing at the intermediate level reads, writes, speaks, and listens in English with language proficiency adequate to meet some expectations for the student's grade level, but is not yet fluent enough to sufficiently meet grade-level expectations.
- ❖ Basic: An ELL performing at the basic level is starting to read, write, speak, and listen in English, but is not fluent enough to function in English without assistance.
- ❖ Emergent: An ELL performing at the emergent level has very little ability to read, write, speak, and listen to English. The student has a few isolated words.
- ❖ Pre-emergent: An ELL performing at the pre-emergent level does not understand enough language to read, write, speak, or listen in English.

Development: Rationale and Process

Federal guidelines require that states have standards specifically developed for ELLs that define progressive levels of competence in the acquisition of English in four domains: listening, speaking, reading, and writing. The English Language Proficiency Standards must be linked to the content area standards in English language arts, reading, math, and eventually science.

To begin creating these proficiency standards, a committee of ESL educators worked in groups to draft descriptors for content language arts, reading, and math adopted by the State of South Dakota. The draft works was compiled into a single document. Following revisions, a subcommittee of teachers worked to link these descriptors with the grade-level expectations. Linking to science standards will be done at a future date using a similar process.

Organization of the Standards

The contexts can be thought to span a continuum from informal or social to formal or academic. ELLs often acquire the language required to participate in informal contexts more quickly than in formal contexts. Table 1 shows two major goals of the standards, participation in informal contexts and participation in formal contexts and the standards placed within each goal. The English Language Proficiency Standards are presented in the following grade spans: K-2, 3-5, 6-8, and 9-12. These grade spans reflect the United States Department of Education groupings for the No Child Left Behind Act.

For each standard, descriptors for increasing levels of proficiency are given indicating progress toward the state English language proficiency standard. The five levels, described previously, are pre-emergent, emergent, basic, intermediate, and proficient. It must be noted that an ELL at any given level should be capable of the tasks stated in all of the lower levels for that grade span. For example, a basic ELL should be able to accomplish the tasks described in the emergent level plus those in the basic level. It is also important to note that at higher grades, the amount of language skill required to progress to the intermediate and proficient levels increases as the academic demands in the mainstream classroom increase.

Table 1: Overview of Standards

	Informal (social) Contexts	Formal (academic) Contexts
Listening	Standard 1.1: The student will understand spoken English to participate in informal (social) contexts.	Standard 1.2: The student will understand spoken English to participate in formal (academic) contexts.
Speaking	Standard 2.1: The student will produce spoken English appropriately to participate in informal (social) contexts.	Standard 2.2: The student will produce spoken English appropriately to participate in formal (academic) contexts.
Reading	Standard 3.1: The student will understand written English appropriately to participate in informal (social) contexts.	Standard 3.2: The student will understand written English appropriately to participate in formal (academic) contexts.
Writing	Standard 4.1: The student will produce written English appropriately to participate in informal (social) contexts.	Standard 4.2: The student will produce written English appropriately to participate in formal (academic) contexts.

Listening Standard 1.1 Grades K-2

Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand	 follow simple, 	understand many	understand
language and	simple expressions	familiar directions	conversations on	conversations on a
observe	for greeting and	understand	familiar topics	range of familiar and
appropriate	leave-taking	familiar questions and	follow most	unfamiliar topics and
cultural and	understand	commands	uncomplicated	in a variety of
learning behaviors	simple survival	understand, with	directions	settings
of peers and	English	repetition and	understand many	 follow multi-step
adults	demonstrate	rephrasing, simple	questions and	directions
	understanding	speech delivered at a	commands	understand age-
	through nonverbal	slower than normal	take turns in	appropriate social
	response	rate	conversations in group	discourse delivered at
	demonstrate	 interpret gestures 	situations	a normal rate
	understanding with	and visual cues in	understand with	understand most
	single words and	social exchanges	occasional repetition	age appropriate
	learned phrases	understand	and rephrasing,	vocabulary, including
	understand	vocabulary related to	speech delivered at a	idioms and slang
	meanings of various	personal interests and	normal rate	understand math
	tones of voice	familiar topics	understand most	vocabulary in
	understand with	understand math	standard vocabulary	conversation
	frequent repetition	vocabulary related to	used by peers	
	and rephrasing,	daily routine	understand some	
	highly		math vocabulary in	
	contextualized,		conversation	
	simple speech			
	delivered at a			
	slower than normal			
	rate			
	understand			
	vocabulary related			
	to basic needs			
	use non-verbal			
	communication to			
	express			
	mathematical ideas			

Listening Standard 1.2 Grades K-2

Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Ilisten to language and observe appropriate cultural and learning behaviors of peers and adults	 observe gestures and visual cues in instruction demonstrate understanding through physical (nonverbal) response demonstrate understanding with single words and learned phrases demonstrate understanding by responding in first language understand with frequent repetition and rephrasing, simple classroom speech delivered at a slower than normal rate understand isolated target vocabulary understand isolated math vocabulary 	 understand basic language related to classroom routines perform a range of familiar, uncomplicated classroom tasks when prompted understand familiar questions and commands understand with repetition and rephrasing, simple speech delivered at a slower than normal rate understand target vocabulary in sentence-level discourse understand some math vocabulary 	 understand main vocabulary of academic content perform most uncomplicated classroom tasks when prompted understand many questions and commands understand with occasional repetition and rephrasing, speech delivered at a normal rate understand target vocabulary in extended discourse understand most math vocabulary 	 understand most grade-level academic content understand most grade-level genres (oral presentations, lectures, discussions) perform multistep classroom tasks when prompted understand grade level classroom discourse delivered at a normal rate understand most grade-level content vocabulary, idioms and figurative language understand grade level math vocabulary

Speaking Standard 2.1 Grades K-2

Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	express lack of	participate in	participate in	 participate in and
language and	understanding	highly predictable	conversations with	initiate conversations
observe	express basic	conversations on	peers and teachers	in a variety of
appropriate	needs and	familiar topics with	express most	settings
cultural and	preferences	peers and teachers	needs and	express needs and
learning behaviors	know and	express many	preferences	preferences
of peers and	communicate first	needs and	express simple	express opinions
adults	name	preferences	opinions	ask and answer
	use gestures,	ask and answer	ask and answer	questions
	single words,	simple questions	many questions	give directions
	phrases and	produce phrases	 give uncomplicated 	 negotiate roles
	formulaic	and simple sentences	directions	and activities with
	expressions	 recombine learned 	produce a variety	peers during play and
	answer simple	material	of sentence types	in social interactions
	questions	speak with	 produce strings of 	speak with the
	■ imitate	sufficient accuracy	sentences	fluency and language
	pronunciation of	that listeners	speak with	complexity of a native
	number words and	accustomed to	sufficient accuracy	speaker of similar age
	mathematical terms	language learners	that errors rarely	 use sufficient
		comprehend some of	impede comprehension	vocabulary to clearly
		the message	for listeners	express most ideas
		use familiar,	accustomed to	use math
		general vocabulary	language learners	vocabulary in
		use math	 use sufficient 	conversation
		vocabulary related to	vocabulary to get	
		daily routine	ideas across	
			use some math	
			vocabulary in	
			conversation	

Speaking Standard 2.2 Grades K-2

Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	respond to	 participate in 	 participate in 	 participate in
language and	routine classroom	limited/guided	simple discussions	discussions
observe	questions	discussion	give simple oral	 give grade-level
appropriate	express basic	give very simple	reports	oral reports
cultural and	needs and	oral reports related	express most	express needs and
learning behaviors	preferences	to self or topics of	needs and	preferences
of peers and	use gestures,	high personal interest	preferences	express opinions
adults	single words,	express some	express simple	ask and answer
	phrases and	needs and	opinions	questions
	formulaic	preferences	ask and answer	give directions
	expressions	ask and answer	many questions	negotiate roles in
	use limited	simple factual	give uncomplicated	group work with peers
	target vocabulary	questions	directions	participate in
	when prompted	produce phrases	recount events	discussions
	■ imitate	and simple sentences	and stories	speak with the
	pronunciation of	 recombine earned 	produce a variety	fluency and language
	number words and	material	of sentence types	complexity of a native
	mathematical terms	speak with	speak with	speaker of similar age
		sufficient accuracy	sufficient accuracy	use sufficient
		that listeners	that errors rarely	vocabulary to clearly
		accustomed to	impede comprehension	express most ideas
		language learners	for listeners	use a wide range
		comprehend some of	accustomed to	of general and
		the message	language learners	specific target
		 use general target 	use sufficient	vocabulary
		vocabulary in	vocabulary to get	ask and answer
		classroom activities	ideas across	questions about math
		 respond to simple 	use general and	use grade level
		questions about math	some specific target	math vocabulary
		use some math	vocabulary in	
		vocabulary	classroom activities	
			• give oral	
			responses to directed	
			questions on math	
			topics use most math	
			vocabulary	

Reading Standard 3.1 Grades K-2

Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 understand that 	understand	understand most	understand
language and	print conveys	environmental print	personal	personal
observe	meaning	use visual	communications	communications
appropriate	recognize high-	elements to support	understand leveled	understand simple
cultural and	frequency	meaning	texts	children's books
learning behaviors	environmental print	understand basic	read to obtain	read to obtain
of peers and	(street signs, logos)	conventions of text	simple information	information
adults	understand that	(upper and lowercase	read own writing	read for personal
	letters have sounds	letters, punctuation)	understand the	enjoyment
	 follow left to 	comprehend at the	organizational	understand
	right, top to bottom,	sentence level	features of written	compound and complex
	and return sweep	understand enough	texts (beginning/end)	sentences
	derive meaning	vocabulary to	understand	understand enough
	from visual elements	comprehend isolated	vocabulary to	vocabulary to
	in formal	parts of a text	comprehend main idea	comprehend the main
	communications and	identify math	and some details of	idea and many details
	environmental print	symbols related to	text	of text
	comprehend at	daily routines	read some math	understand some
	word level		vocabulary	common idioms and
	recognize			simple figurative
	familiar words in			language in context
	context (name)			read and apply
	recognize basic			math vocabulary
	number words and			
	math symbols			

Reading Standard 3.2 Grades K-2

Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand that	 understand simple 	 identify topic and 	 understand many
language and	print conveys	narrative text	main idea of simplified	grade-level texts in a
observe	meaning	identify topic	content area text	variety of genres
appropriate	know the	 recognize that 	demonstrate	 understand simple
cultural and	alphabet	background and	understanding by	texts with limited
learning behaviors	derive meaning	cultural knowledge	retelling a story	visual support
of peers and	from visual elements	help to understand a	 understand simple 	identify topic,
adults	in texts (pictures,	text	story elements	main idea and some
	charts, graphs)	use visual	(setting, character)	supporting details
	 identify letters 	elements to support	 apply appropriate 	demonstrate
	and associated	meaning	background knowledge	understanding by
	sounds	 understand basic 	when reading text	summarizing a story
	use book	conventions of text	read own writing	 support personal
	handling skills	(upper and lowercase,	 understand the 	interpretation of a
	comprehend at	punctuation)	organizational	text with some details
	the word level	comprehend at	features of written	apply modeled
	identify first	sentence level	text (sentences)	reading strategies
	sound of word	understand enough	 use enabling skills 	understand how
	recognize basic	grade-level vocabulary	(decoding)to aid	text is organized
	number words and	to comprehend	comprehension	understand
	math symbols	isolated parts of text	understand enough	complex sentences
		demonstrate	vocabulary to	understand enough
		knowledge of short	comprehend main idea	vocabulary to
		and long vowel	and some details of	comprehend the
		patterns and	text	details of text
		consonant blends	understand some	understand some
		 decode unfamiliar 	common idioms	common idioms and
		words	 read some grade 	simple figurative
		identify first and	level math vocabulary	language in context
		last sound of word	use number words	read and solve
		identify math	and math symbols to	math word problems
		terms	solve most problems	at grade level
		use number words		
		and math symbols to		
		solve some problems		

Writing Standard 4.1 Grades K-2

Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Ilisten to language and observe appropriate cultural and learning behaviors of peers and adults	 communicate with pictorial writing trace letters, symbols and words copy letters and words copy and trace math symbols 	 follow a model to write notes and messages label pictures print upper and lowercase letters write left to right and top to bottom write words or phrases use general vocabulary copy math symbols and words from environment 	 express simple thoughts and feelings write simple sentences write some complete sentences spell and combine words with sufficient accuracy that readers accustomed to the writing of language learners comprehend some of the message use some specific vocabulary write some math words and symbols related to daily routine 	 write a variety of age-appropriate texts for personal and social purposes write messages that can be interpreted by other readers write strings of loosely connected simple sentences use simple end punctuation write with sufficient accuracy that errors rarely impede comprehension use a range of vocabulary approximating that of a native speaker of similar age write math words and symbols related to daily routine

Writing Standard 4.2 Grades K-2

Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 communicate 	write short	write about	write a variety of
language and	with pictorial	answers for simple	familiar topics in	texts for grade-level
observe	writing	classroom tasks	guided tasks	academic purposes
appropriate	trace letters,	communicate a	write short	edit for
cultural and	symbols and words	single, simple idea	narrations	capitalization and end
learning behaviors	copy symbols,	print uppercase	write short	punctuation
of peers and	letters and words	and lowercase letters	descriptions	write in response
adults	copy and trace	write left to right	write answers to	to a variety of grade-
	math symbols	and top to bottom	classroom tasks	level academic tasks
		write words or	write some	write texts that
		phrases	complete sentences	can be interpreted by
		■ сору	spell simple high-	teachers and
		environmental print	frequency words	classmates
		use general	correctly	write strings of
		vocabulary	write math words	loosely connected
		copy math symbols	and symbols	simple sentences
		and words		write with
				sufficient accuracy
				that errors rarely
				impede comprehension
				use some target
				vocabulary
				use a range of
				vocabulary
				approximating that of
				a native speaker of
				similar age
				write math
				problems
				write answers to
				math questions

Listening Standard 1.1 Grades 3-5

Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand	understand	understand many	understand
language and	simple survival	conversations on	conversations on	conversations on a
observe	English	familiar topics	familiar topics	range of familiar and
appropriate	understand	follow simple,	follow most	unfamiliar topics and
cultural and	simple expressions	familiar directions	uncomplicated	in a variety of
learning behaviors	of social exchanges	understand	directions	settings
of peers and	interpret	familiar questions and	understand many	 follow multi-step
adults	gestures and visual	commands	questions and	directions
	cues in social	understand, with	commands	use most age-
	exchanges	repetition and	use some age-	appropriate social
	demonstrate	rephrasing, simple	appropriate social	conventions that
	understanding	speech delivered at a	conventions that	characterize the
	through physical	slower than normal	characterize the	target culture while
	(nonverbal)	rate	target culture while	listening (e.g., turn-
	response, with single	understand	listening (e.g., turn-	taking, eye contact,
	words and learned	vocabulary related to	taking, eye contact,	physical proximity)
	phrases and by	personal interest and	physical proximity)	infer speaker's
	responding in first	familiar topics	understand, with	intent and/or implied
	language	understand math	occasional repetition	message
	understand	vocabulary related to	and rephrasing,	understand age-
	meanings of various	daily routines	speech delivered at a	appropriate social
	tones of voice		normal rate	discourse delivered at
	understand with		distinguish	a normal rate
	frequent repetition		present, past and	understand most
	and rephrasing,		future time frames	age-appropriate
	simple speech		understand some	vocabulary, including
	delivered at a		math vocabulary in	idioms and slang
	slower than normal		conversation	 understand math
	rate			vocabulary in
	understand			conversation
	vocabulary related			
	to basic needs			
	use non-verbal			
	communication to			
	express			
	mathematical ideas			

Listening Standard 1.2 Grades 3-5

Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand	perform a range	understand main	understand most
language and	basic language	of familiar,	idea and some	grade-level academic
observe	related to classroom	uncomplicated	supporting details of	content
appropriate	routines	classroom tasks when	academic content	understand most
cultural and	interpret	prompted	perform most	grade-level academic
learning behaviors	gestures and visual	understand	uncomplicated	genres (e.g., oral
of peers and	cues in instruction	familiar questions and	classroom tasks when	presentations,
adults	demonstrate	commands	prompted	lectures, discussions)
	understanding:	understand with	understand many	perform multi-
	through physical	repetition and	questions and	step classroom tasks
	(nonverbal)	rephrasing, simple	commands	when prompted,
	response, with single	speech delivered at a	understand, with	understand grade-
	words and learned	slower than normal	occasional repetition	level classroom
	phrases and by	rate	and rephrasing,	discourse delivered at
	responding in first	 understand target 	speech delivered at a	a normal rate
	language	vocabulary in	normal rate	understand most
	perform basic,	sentence-level	distinguish	grade-level content
	very familiar,	discourse	present, past and	vocabulary, idioms and
	classroom tasks	understand some	future time frames	figurative language
	when prompted	math vocabulary	understand target	understand grade-
	understand	·	vocabulary in	level math vocabulary
	isolated target		extended discourse	
	vocabulary		 understand most 	
	understand		math vocabulary	
	isolated math		·	
	vocabulary			

Speaking Standard 2.1 Grades 3-5

Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 participate in 	 participate in 	 participate in 	 participate in and
language and	short, limited social	highly predictable	conversations with	initiate conversations
observe	exchanges with	conversations on	peers and teachers	in a variety of
appropriate	peers and teachers	familiar topics with	express most	settings
cultural and	express basic	peers and teachers	needs and	express needs and
learning behaviors	needs and	express many	preferences	preferences
of peers and	preferences, answer	needs and	express simple	express opinions
adults	simple questions	preferences	opinions	ask and answer
	use gestures,	ask and answer	ask and answer	questions
	single words,	simple questions	many questions	give directions
	phrases and	produces phrases	 give uncomplicated 	negotiate roles
	formulaic	and simple sentences	directions	and activities with
	expressions	speak with	produce a variety	peers during play and
	mimic words,	sufficient accuracy	of sentence types	in social interactions
	speech patterns and	that listeners	produce strings of	speak with fluency
	phrases	accustomed to	sentences	and language
	know and	language learners	speak with	complexity of a native
	communicate first	comprehend some of	sufficient accuracy	speaker of similar age
	and last name,	the message	that errors rarely	use sufficient
	address and phone	use familiar,	impede comprehension	vocabulary to clearly
	number	general vocabulary	for listeners	express most ideas
	imitate	use math	accustomed to	 use specific and
	pronunciation of	vocabulary related to	language learners	precise age-
	number words and	daily routine	use sufficient	appropriate
	mathematical terms		vocabulary to get	vocabulary to describe
			ideas across	and narrate
			use some specific	use math
			vocabulary,	vocabulary in
			use some math	conversation
			vocabulary in	
			conversation	

Speaking Standard 2.2 Grades 3-5

Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	respond to	participate in	 participate in 	participate in
language and	routine classroom	limited/guided	simple discussions	discussions
observe	questions	discussions	give simple oral	give grade-level
appropriate	express basic	give very simple	reports	oral reports
cultural and	needs and	oral reports related	express most	express needs and
learning behaviors	preferences	to self or topics of	needs and	preferences
of peers and	answer simple	high personal interest	preferences	express opinions
adults	questions about	express many	express simple	give directions
	familiar material	needs and	opinions	negotiate roles
	use gestures,	preferences	ask and answer	and activities in group
	single words,	ask and answer	many questions	work with peers
	phrases and	questions	give uncomplicated	elaborate
	formulaic	produce phrases	directions	speak with fluency
	expressions	and simple sentences	recount events	and language
	use limited	 recombine learned 	and stories	complexity of a native
	target vocabulary	material	produce a variety	speaker of similar age
	when prompted	speak with	of sentence types	 use vocabulary to
	know and	sufficient accuracy	produce strings of	clearly express most
	communicate first	that listeners	sentences	ideas
	and last name	accustomed to	speak with	use a wide range
	imitate	language learners	sufficient accuracy	of general and
	pronunciation of	comprehend some of	that errors rarely	specific target
	number words and	the message	impede comprehension	vocabulary
	mathematical terms	 use general target 	for listeners	ask and answer
		vocabulary in	accustomed to	math questions
		classroom activities	language learners	use math
		use some math	 use vocabulary to 	vocabulary
		vocabulary	get ideas across	
			 use general and 	
			some specific target	
			vocabulary in classroom activities	
			give oral	
			responses to directed	
			questions on math	
			topics	
			use most math	
			vocabulary	

Reading Standard 3.1 Grades 3-5

Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand that	understand	 understand most 	understand
language and	print conveys	environmental print	personal	personal
observe	meaning for multiple	understand	communications	communications
appropriate	purposes	simplified personal	 understand leveled 	 understand simple
cultural and	recognize high	communications	books	leveled readers
learning behaviors	frequency	read own writing	read to obtain	understand writing
of peers and	environmental print	use visual	simple information	of peers
adults	 understand that 	elements to support	understand the	read to obtain
	letters have sounds	meaning	organizational	information
	 follow left to 	 understand basic 	features of written	 read for personal
	right, top to bottom,	conventions of text	texts	enjoyment
	and return sweep	 comprehend at the 	understand enough	understand
	derive meaning	sentence level	vocabulary to	compound and complex
	from visual elements	 understand enough 	comprehend the main	sentences
	in communications	vocabulary to	idea and some details	understand enough
	and print	comprehend isolated	of the text	vocabulary to
	comprehend at	parts of a text	read some math	comprehend the main
	the word level	identify number	vocabulary	idea and many details
	recognize	words and math		of text
	familiar words in	symbols related to		understand some
	context	daily routine		common idioms and
	recognize			simple figurative
	number words and			language in context
	math symbols			read and apply
				math vocabulary

Reading Standard 3.2 Grades 3-5

Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 understand that 	 understand parts 	understand	 understand many
language and	print conveys	of simplified texts	simplified content-	grade-level texts in a
observe	meaning for multiple	understand simple	area texts	variety of genres
appropriate	purposes	narrative text	identify topic and	 understand simple
cultural and	know the	 understand simple 	main idea of simplified	texts with limited
learning behaviors	alphabet-upper and	story elements	content-area texts	visual support
of peers and	lowercase	understand simple	list main points	identify topic,
adults	understand that	poetry concepts	from simplified	main idea(s) and some
	letters have sounds	identify topic	content-area texts	supporting details
	derive meaning	interpret text by	understand story	comprehend
	from visual elements	answering factual	elements	graphically organized
	in texts (pictures,	questions about	demonstrate	information
	diagrams, charts,	simple, familiar text	understanding by	demonstrate
	graphs, etc.)	use visual	retelling a story in	understanding by
	demonstrate	elements to support	own words	summarizing a story,
	book-handling skills	meaning	recognize	poem, song or other
	comprehend at	understand enough	appropriate	grade-level text
	the word level	vocabulary to	background and	support personal
	 recognize some 	comprehend isolated	cultural knowledge	interpretation of a
	basic sight words	parts of a text	when reading text	text with some details
	use onset and	demonstrate	read own writing	apply modeled
	rimes to decode	knowledge of short	understand the	reading strategies
	simple words	and long vowel	organizational	understand
	demonstrate	patterns and	features of written	compound and complex
	knowledge of basic	consonant blends	texts	sentences
	vowel and consonant	use knowledge of	use enabling skills	understand the
	sounds	letter patterns,	to aid comprehension	organizational
	recognize	affixes, roots and	understand enough	structures of grade-
	number words and	compound word parts	vocabulary to	level narrative and
	math symbols	decode unfamiliar	comprehend the main	informational texts
		words	idea	understand enough
		identify number	understand some	grade-level vocabulary
		words and math	common idioms	to comprehend the
		symbols	read some math	main idea and many
		use number words	vocabulary	details of text
		and symbols to solve	use symbols to	read and solve
		some math problems	solve math problems	math word problems

Writing Standard 4.1 Grades 3-5

Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
■ listen to language and observe appropriate cultural and learning behaviors of peers and adults	 write basic personal information (name, address, phone number) print uppercase and lowercase letters copy letters, words and text from a model put spaces between words and sentences use transitional spelling copy environmental print copy number words and math symbols 	Follow a model to write journal entries, notes, messages and friendly letters exchange simple information with peers label pictures write a list write simple sentences in word order use simple end punctuation spell and combine words with sufficient accuracy that readers accustomed to the writing of language learners comprehend some of the message use general vocabulary, write number words and math symbols from the environment	Intermediate write personalized journal entries, notes, messages and friendly letters express thoughts and feelings write sentences in standard word order write with sufficient accuracy that errors rarely impede comprehension for readers accustomed to the writing of language learners use some specific vocabulary write some math words and symbols related to daily routine	Proficient write a variety of age-appropriate texts for personal and social purposes write messages that can easily be interpreted by other readers express and support opinions write detailed sentences vary sentence structure write multiple sentences on a single topic write with sufficient accuracy that errors rarely impede comprehension use a range of vocabulary approximating that of a native speaker of similar age use common idioms write math problems related to daily routine

Writing Standard 4.2 Grades 3-5

Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 communicate 	write short	 write about 	write a variety of
language and	with pictorial	answers for simple	familiar content-area	texts for academic
observe	writing	classroom tasks	topics in guided tasks	purposes
appropriate	print uppercase	edit own work for	edit own work for	edit for grammar,
cultural and	and lowercase	capitalization and final	grammar, mechanics	mechanics and spelling
learning behaviors	letters	punctuation	and spelling	 revise a draft for
of peers and	write left to	 communicate 	write simple	content and
adults	right and top to	ideas, feelings,	narrations	organization
	bottom	preferences, and	write simple	write texts that
	copy letters,	needs in simple	descriptions	can be easily
	words and text from	language	 convey a main idea 	interpreted by
	a model	write simple	organize ideas	teachers and
	put spaces	sentences in standard	sequentially	classmates
	between words and	word order	write sentences in	write in response
	sentences	use a limited	standard word order	to a variety of grade-
	use simple end	amount of target	write with	level academic tasks
	punctuation	vocabulary	sufficient accuracy	convey and
	use transitional	use general	that errors rarely	support a main idea
	spelling	vocabulary	impede comprehension	vary sentence
	• сору	write number	for readers	structure
	environmental print,	words and math	accustomed to the	write multiple
	copy number	symbols	writing of language	sentences on a single
	words and math		learners	topic
	symbols		use some target	write with
			vocabulary	sufficient accuracy
			use some specific	that errors rarely
			vocabulary	impede comprehension
			write math	use target
			symbols and words to	vocabulary
			represent problems	use common idioms
				write and solve
				math problems

Listening Standard 1.1 Grades 6-8

Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:

language and vocabulary related dire	follow simple rections understand miliar questions and	understand conversation on familiar topics	 understand conversations on a range of familiar and
cultural and learning behaviors of peers and adults I follow basic verbal directions I use non-verbal communication to express mathematical ideas understanding with single words and learned phrases skil representation to express voca mathematical ideas three directions understanding with single words and learned phrases skil three directions three directions and the mathematical ideas three directions and the mathematical ideas	mmands develop listening ills to set goals distinguish esent, past and ture understand cabulary related to rsonal interests and miliar topics interpret meanings rough sounds understand verbal rections understand math cabulary related to	 follow most uncomplicated directions understand most standard vocabulary evaluate media techniques and preferences understand most math vocabulary in conversation 	unfamiliar topics and in a variety of settings demonstrate the ability to listen in various situations follow multi-step directions distinguish fact from opinion understand most age-appropriate vocabulary, including idioms and slang understand math vocabulary in conversation

Listening Standard 1.2 Grades 6-8

Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand	 understand main 	 understand main 	understand
language and	basic language	idea of academic	idea and supporting	academic content
observe	related to classroom	content	details	distinguish fact
appropriate	routines	choose and use	listen with	from opinion
cultural and	demonstrate	multiple forms of	understanding to a	demonstrate the
learning behaviors	understanding with	media to convey what	variety of speakers	ability to listen in
of peers and	single words and	has been learned	for a variety of	various situations
adults	learned phrases	perform a range	purposes	understand
	perform basic,	of familiar	understand many	content vocabulary,
	very familiar	uncomplicated	questions and	idioms, and figurative
	classroom tasks	classroom tasks when	commands	language
	when prompted	prompted	develop skills to	understand math
	understand	understand	organize	vocabulary
	isolated vocabulary	familiar questions and	understand target	
	understand	commands	vocabulary	
	isolated math	understand, with	evaluate media	
	vocabulary	repetition and	techniques and	
		rephrasing, simple	preferences	
		speech delivered at a	understand most	
		slower than normal	math vocabulary	
		rate		
		distinguish		
		present, past, and		
		future timeframes		
		understand target		
		vocabulary in		
		sentence-level		
		discourse		
		interpret meanings		
		though sounds		
		understand verbal		
		directions		
		understand some		
		math vocabulary		

Speaking Standard 2.1 Grades 6-8

Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	participant in	participate in	participate in	participate in and
language and	short, limited social	highly predictable	conversations with	initiate conversations
observe	exchanges with	conversations on	peers and teachers	in a variety of
appropriate	peers and teachers	familiar topics with	describe	settings
cultural and	 build a speaking 	peers and teachers	■ repeat a	 observe and use
learning behaviors	vocabulary	express many	statement when the	eye contact, posture,
of peers and	 express lack of 	needs and	listener does not	and gestures
adults	understanding	preferences	understand	express needs and
	express basic	ask and answer	express most	preferences
	needs and	simple questions	needs and	express opinions
	preferences	produce phrases	preferences,	ask and answer
	greet others	and simple sentences	express simple	questions
	appropriately	speak with	opinions	give directions
	communicate	sufficient accuracy	 give uncomplicated 	negotiate roles
	with gestures	that listeners	directions	and activities with
	mimic words,	accustomed to	produce a variety	peers in social
	speech patterns and	language learners	of sentence types	interactions
	phrases	comprehend some of	speak with	recount events
	 communicate 	the message	sufficient accuracy	and stories
	orally, personal and	use familiar,	that errors rarely	produce strings of
	social needs	general vocabulary	impede comprehension	sentences
	know and	 rephrase, explain 	for listeners	use sufficient
	communicate	and expand oral	accustomed to	vocabulary to clearly
	personal information	information	language learners	express most ideas
	(name, address etc)	 respond to yes or 	use some math	use specific and
	imitate	no questions and to	vocabulary in	precise age-
	pronunciation of	problems presented	conversation	appropriate
	numbers and	use some math		vocabulary to describe
	mathematical terms	vocabulary related to		and narrate
		daily routine		speak with fluency
				use math
				vocabulary in
				conversation

Speaking Standard 2.2 Grades 6-8

Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	respond to	participate in	participate in	participate in
language and	routine classroom	limited/guided	simple discussions	discussions
observe	questions	discussions	give oral reports	 give detailed oral
appropriate	express basic	express many	express most	reports
cultural and	needs and	needs and	needs and	■ narrate
learning behaviors	preferences	preferences	preferences	express needs and
of peers and	answer simple	ask and answer	express simple	preferences
adults	factual questions	factual questions	opinions	express opinions
	about familiar	 rephrase, explain, 	 give uncomplicated 	ask and answer
	material	and expand oral	directions	questions
	 use gestures and 	information	describe	give directions
	single words	 give simple oral 	produce a variety	negotiate roles
	use limited	reports	of sentence types	and activities in group
	target vocabulary	produce phrases	speak with	work with peers
	know and	and simple sentences	sufficient accuracy	elaborate
	communicate	speak with	that errors rarely	participate in
	personal information	sufficient accuracy	impede comprehension	discussions
	(name, address etc)	that listeners	for listeners	make simple
	pronounce	accustomed to	accustomed to	hypotheses
	number words and	language learners	language learners	speak with fluency
	mathematical terms.	comprehend some of	 use sufficient 	produce strings of
		the message	vocabulary to get	sentences
		 use general target 	ideas across	 use sufficient
		vocabulary in	 use general and 	vocabulary to clearly
		classroom activities	some specific target	express most ideas
		 use an English or 	vocabulary in	ask probing
		native dictionary to	classroom activities	questions to seek
		assist with learning	ask specific	clarification of the
		 recognize and use 	questions to clarify	speakers ideas and
		mathematical terms	information	opinions
			explain in	ask and answer
			mathematical terms	math questions
			the sequence of steps	
			used in solving	
			problems	

Reading Standard 3.1 Grades 6-8

Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 follow left to 	understand	read to obtain	understand
language and	right, top to bottom,	environmental print	simple information	printed material
observe	and return sweep	 define unfamiliar 	use direct meaning	use direct and
appropriate	recognize high	words and words with	to understand	implied meaning to
cultural and	frequency words	multiple meanings	passages	understand unfamiliar
learning behaviors	comprehend at	understand basic	connect main ideas	text
of peers and	the word and basic	conventions of text	and concepts to other	read to obtain
adults	sentence level	 comprehend at the 	sources and topics	information
	identify letters	sentence level	understand the	 analyze main ideas
	and associated	use direct meaning	organizational	and supporting details
	sounds	to understand	features of written	understand
	use knowledge	compound sentences	texts	compound and complex
	of letters and	use decoding, word	use context to	sentences
	sounds to decode	recognition, and	understand words with	analyze text using
	words	comprehension,	multiple meanings	patterns of
	recognize	strategies to develop	follow written	organization such as
	isolated sight words	vocabulary	directions	cause/effect and
	recognize math	identify math	read some math	compare/contrast
	symbols and terms	symbols and terms	vocabulary	analyze text for
				purpose, ideas, and
				style of an author
				retell stories
				 follow multiple
				step written
				directions
				read and apply
				math vocabulary

Reading Standard 3.2 Grades 6-8

Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand that	 understand that 	understand	understand many
language and	letters have sounds	print conveys meaning	simplified texts	grade-level texts in a
observe	 follow left to 	for multiple purposes	identify topic and	variety of genres
appropriate	right, top to bottom	understand parts	main idea of simple	understand texts
cultural and	and return sweep	of simplified texts	texts	with limited visual
learning behaviors	derive meaning	understand	understand	support
of peers and	from visual elements	character and setting	organizational	identify topic,
adults	in texts	 recognize and use 	features of texts	main idea(s) and some
	comprehend at	textbook pictorial	understand the	supporting details
	the word level	information that	organizational	understand story
	 recognize some 	supplements the text	features of written	elements
	basic sight words	interpret text by	texts	summarize text
	demonstrate	answering factual	use context of a	use inferences to
	knowledge of basic	questions about	passage to understand	interpret a variety of
	vowel and consonant	simple, familiar text	words and make	text
	sounds	interpret text by	connections	analyze text using
	recognize math	filling in a graphic	use knowledge of	patterned
	terms and symbols	organizer	letter patterns and	organization
		make simple	compound words	(cause/effect and
		inferences	identify literary	compare/contrast)
		use visual	elements and devices	identify fact and
		elements to support	 recognize common 	opinion
		meaning	themes in a variety of	understand
		understand basic	texts	compound and complex
		conventions of text	read most math	sentences
		comprehend at the	terms and symbols to	link aspects of
		sentence level	solve problems	text to personal
		demonstrate		experiences
		knowledge of short		make inferences
		and long vowel		to expand meaning
		patterns and		apply knowledge of
		consonant blends		word origins and
		 decode unfamiliar 		derivations to extend
		words		vocabulary
		identify some		read and solve
		math terms and		math word problems
		symbols to solve		
		problems		

Writing Standard 4.1 Grades 6-8

Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	trace symbols,	write basic	 write personalized 	write a variety of
language and	letters, and words	personal information	journal entries, notes	age-appropriate texts
observe	 label a picture 	write a list	and messages	for personal and social
appropriate	 print uppercase 	 follow a model to 	 use subject/verb 	purposes
cultural and	and lowercase	write journal entries,	agreement	write with an
learning behaviors	letters	notes, and messages	express and	emerging sense of
of peers and	write left to	 exchange simple 	support opinions	voice and style
adults	right and top to	thoughts and feelings	write from	write messages
	bottom	express simple	experiencing thoughts	that can be easily
	copy letters,	thoughts and feelings	and feelings	interpreted by other
	words, and text	write simple	write sentences in	readers
	from a model	sentences	standard word order	respond to a
	put spaces	use simple end	apply	variety of informal
	between words and	punctuation	capitalization and	communications,
	sentences	use transitional	punctuation rules most	write detailed
	copy number	spelling	of the time	sentences
	words and math	■ сору	write with	vary sentence
	symbols	environmental print	sufficient accuracy	structure
		use simple, high-	that errors rarely	write multiple
		frequency words	impede comprehension	sentences on a single
		use general	for readers	topic
		vocabulary,	accustomed to writing	write with
		write number	of language learners	sufficient accuracy
		words and math	use some specific	that errors rarely
		symbols from the	vocabulary	impede comprehension
		environment	write number	use a range of
			words and math	vocabulary
			symbols related to	approximating that of
			daily routine	a native speaker of
				similar age
				use common idioms
				write math
				problems related to
				daily routine

Writing Standard 4.2 Grades 6-8

Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	copy symbols,	 communicate 	edit own work for	edit for grammar,
language and	letters and words	ideas, feelings,	grammar, mechanics,	mechanics and spelling
observe	 label pictures 	preferences, and	and spelling with	revise a draft for
appropriate	model teacher	needs in simple	guidance	content and
cultural and	and peer writing	language	write a short	organization
learning behaviors	print uppercase	edit own work for	answer for simple	write texts that
of peers and	and lowercase	capitalization and final	tasks	can be easily
adults	letters	punctuation	 convey a main idea 	interpreted by
	write left to	write journals	organize ideas	teachers and peers
	right and top to	learn purposes for	logically	write in response
	bottom	writing	take notes	to a variety of
	copy letters,	write simple	write stories from	academic tasks
	words and text from	sentences	a variety of sources	convey and
	a model	spell and combine	write simple	support a main idea
	put spaces	words with sufficient	narrations	summarize
	between words and	accuracy that readers	write simple	explain
	sentences	accustomed to the	descriptions	give examples
	copy number	writing of language	express opinions	elaborate
	words and math	learners comprehend	write sentences in	write detailed
	symbols	some of the message	standard word order	sentences
		use simple end	apply	vary sentence
		punctuation	capitalization and	structure
		use simple, high-	punctuation rules	write multiple
		frequency words	much of the time	sentences
		write number	write with	write with
		words, math symbols	sufficient accuracy	sufficient accuracy
		and terms	that errors rarely	use target
			impede comprehension	vocabulary
			for readers	use common idioms
			accustomed to the	write and solve
			writing of language	math problems
			learners	
			 use some target 	
			vocabulary	
			write math	
			vocabulary and	
			symbols	

Listening Standard 1.1 Grades 9-12

Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to language and observe appropriate cultural and learning behaviors of peers and adults sii de sle ra co ex	understand reetings and arewells understand some urvival English interpret some onverbal ommunication understand some imple speech elivered at a lower than normal ate use non-verbal ommunication to xpress nathematical ideas	 follow simple, familiar directions understand simple, familiar questions and commands understand simple speech delivered at a slower than normal rate distinguish past, present, and future understand vocabulary related to personal interests understand math vocabulary related to daily routine 	 understand many conversations on familiar topics follow simple directions understand many questions and commands use some ageappropriate social conventions infer some implied meanings understand most speech delivered at a normal rate understand most standard vocabulary used by peers understand some math vocabulary in 	 understand conversations in a variety of settings follow multi-step directions use most age-appropriate social conventions infer the intent or implied message distinguish fact from opinion understand speech delivered at a normal rate understand most age-appropriate idioms and slang understand math vocabulary in conversation

Listening Standard 1.2 Grades 9-12

Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	understand	 understand main 	 understand main 	 understand most
language and	basic classroom	idea	idea and supporting	academic content
observe	language	perform simple	details	perform multi-
appropriate	interpret some	classroom tasks when	perform most	step classroom tasks
cultural and	nonverbal	prompted	classroom tasks when	when prompted
learning behaviors	communication	understand	prompted	infer the intent or
of peers and	perform basic,	familiar questions and	understand many	implied message
adults	very familiar	commands	questions and	distinguish fact
	classroom tasks	understand simple	commands	from opinion
	when prompted	speech delivered at a	infer some implied	understand
	understand some	slower than normal	meanings	classroom discourse
	simple speech	rate	understand most	understand most
	delivered at a	distinguish past,	speech delivered at a	content vocabulary,
	slower than normal	present and future	normal rate	idioms and figurative
	rate	understand target	understand target	language
	understand	vocabulary in simple	vocabulary in the	understand math
	isolated target	sentences	classroom,	vocabulary
	vocabulary	understand some	understand most	
	understand	math vocabulary	math vocabulary	
	isolated math			
	vocabulary			

Speaking Standard 2.1 Grades 9-12

Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Isten to language and observe appropriate cultural and learning behaviors of peers and adults	 participate in limited social exchanges exchanges express basic needs and preferences use gestures, single words and phrases mimic words, speech patterns and phrases imitate pronunciation of number words and mathematical terms 	 participate in highly predictable conversations express many needs and preferences ask and answer simple questions describe produce phrases and simple sentences speak with sufficient accuracy that is usually comprehensible use familiar, general vocabulary use some math vocabulary related to daily routine 	 participate in conversations express most needs, preferences and opinions ask and answer many questions give simple directions recount events and stories speak accurately and comprehensibly use some specific vocabulary use some math vocabulary in conversation 	 participate in and initiate conversations express needs, preferences and opinions ask and answer questions give directions speak fluently use vocabulary to express ideas describe and narrate effectively use math vocabulary in conversation

Speaking Standard 2.2 Grades 9-12

Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Ilisten to language and observe appropriate cultural and learning behaviors of peers and adults	 respond to routine classroom questions express basic needs and preferences use gestures, single words and phrases use limited target vocabulary when prompted imitate pronunciation of number words and mathematical terms 	 participate in limited/guided discussions give very simple oral reports express many needs and preferences ask and answer factual questions describe produce phrases and simple sentences use general target vocabulary use some math vocabulary 	 participate in simple discussions give simple oral reports express most needs, preferences and opinions ask and answer many questions give uncomplicated directions narrate produce a variety of sentence types speak accurately and comprehensibly use general vocabulary use some specific vocabulary use most math vocabulary 	 participate in discussions give grade-level oral reports express needs, preferences, and opinions ask and answer questions give directions speak fluently use sufficient vocabulary to clearly express most ideas use math vocabulary

Reading Standard 3.1 Grades 9-12

Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Iisten to language and observe appropriate cultural and learning behaviors of peers and adults	 recognize environmental print recognize isolated sight words understand letter/sound relationships understand that printed material brings knowledge recognize math symbols and terms 	 understand environmental print understand simple personal communications associate graphics with words understand basic conventions of text understand basic vocabulary to comprehend simple sentences identify math symbols and terms 	 understand most personal communications read to obtain simple information comprehend the main idea and some details understand the organizational features of texts (sentences, paragraphs, beginning, middle and end use computers to access information read some math vocabulary 	 understand personal communications, read for information read for enjoyment understand complex sentences comprehend the main idea and many details understand some common idioms read and apply math vocabulary

Reading Standard 3.2 Grades 9-12

Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
listen to	 understand that 	 recognize multiple 	 identify topic and 	 identify topic and
language and	printed material	meanings of some	main idea of simple	main idea of most
observe	brings knowledge	words	texts	grade-level texts
appropriate	identify letters	 interpret simple 	understand	use pre-reading
cultural and	and associated	text	organizational	strategies to
learning behaviors	sounds	make simple	features of text	comprehend
of peers and	use knowledge	inferences	(table of contents,	compares and
adults	of letters and	relate text to	index, glossary)	contrasts plots,
	sounds to decode	personal experience	identify and	setting, and
	words	use visual	explain cause/effect	characters
	track print left	elements to support	understand the	identifies and
	to right, top to	meaning	organizational	explains fact and
	bottom	understand basic	features of written	opinion
	comprehend	conventions of text	texts (sentences,	reads, listens to
	words and basic	(punctuation,	paragraphs, beginning,	and identifies a
	sentences	capitalization,	middle, end)	variety of genres
	identify initial	beginning and end of	make inferences	understand many
	and final sounds	sentences)	understand some	common idioms and
	recognize math	comprehend	common idioms	simple figurative
	symbols and terms	isolated parts of a	read most math	language
		text	symbols and terms to	read and solve
		demonstrate	solve problems	math word problems
		knowledge of vowel		
		patterns and		
		consonant blends		
		use knowledge of		
		letter patterns,		
		affixes, roots and		
		compound word parts		
		identify some		
		math symbols and		
		terms		

Writing Standard 4.1 Grades 9-12

Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Isten to language and observe appropriate cultural and learning behaviors of peers and adults	 write basic personal information (name, address, phone number) print upper/lowercase letters write left to right, top to bottom copy letters, words and sentences put spaces between words and sentences use simple punctuation use simple high frequency words copy number words and math symbols 	 journal with scaffolding exchange simple information with peers express emotions write simple sentences use general vocabulary write number words and math symbols from the environment 	 write personalized journal entries and messages express and support materials use correct writing conventions use some specific vocabulary write paragraphs using varied sentence structure write number words and math symbols related to daily routine 	 write for personal and social purposes write responses to informal communications use vocabulary approximating that of a native speaker use common idioms write math problems related to daily routine

Writing Standard 4.2 Grades 9-12

Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to: